**Harrisburg Area Community College**

**HIST 104 - History of the United States II**

TERM : Spring 2012

CRN & Credit Hours: 32788; 3 credits

Class Room #: 108 PHS

LARRY R. GEIB  
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**(office hours will be from 7:30 am until 3:45 pm or as needed)**

**Catalog Description [§*335.2*]: HISTORY 104**

History of persons and events that have contributed to life in America from the Civil War to the present. Topics include Reconstruction of the South; building of an industrialized America, 1865-1898; taming of the West; Spanish-American War; the Progressive Era of Theodore Roosevelt and Woodrow Wilson; World War I; the Uncontrolled Twenties; the Great Depression; World War II; rebuilding a Tired America, 1945-1961; the New America, 1961 to present. (Occasional videocourse offering.) (Offered Spring only) (Core B)

(This is what we have in our course description booklet. Students must take both 103 and 104 to meet state standards.)

1321 Advanced Pennsylvania and United States History – Grade 11

American History 103 & 104

(Weighted) 2 Credits

This Dual Enrollment  American History course with HACC replaces the former Advanced PA/US History course (AP American History) and fully meets the graduation requirements  in Social Studies for all Palmyra High School students during the 11th grade year. It is a full year 2 credit course (that can earn you 6 college  credits from HACC upon completion of the course with a C (70%) or above) and is strongly recommended to any student considering going to college. This course will meet all the requirements for AP and will prepare any student interested in taking the Advanced Placement American History exam in May.

Although all course information will be handed out to students as needed a complete syllabus containing outlines, assignments, note sheets and work sheets can be found on line at [www.pasd.us](http://www.pasd.us). Locate moodle at the bottom left and log in. (select PHS, than course categories, Social Studies, and finally course)

**GENERAL STATEMENT**

We as members of the History/Social Studies Department at Palmyra Area High School have expanded the Advanced PA/US History course (beginning with Old World Background and Pre Columbus Indian Cultures to Present Day American Society) to also include units on Pennsylvania Studies and Geography to meet required State Standards. A special emphasis is placed on the writing of essays in the AP US History format both in tests and projects with the objective of preparing the student for college and for success on the AP US History exam. Each unit will also include instructional analysis and interpretation of a wide variety of primary sources such as documentary material, maps, statistical tables, work of art and pictorial and graphic materials supplied by our High School Library, Glencoe Publishing Company and my own personal collection. At Palmyra we use the block schedule of 90 periods of 72 minutes in length per semester. To meet all requirements and standards this will be a full year course (two semesters).

**REQUIRED ELEMENTS**

Each student will be required to:

1. Historical Book Report – book assigned by the teacher (there will be both a written paper and oral presentation to teacher were questions dealing with historical preparation will be discussed)

2. Historical Reading Research Papers based on the idea of the Document- Based Essay Question of the AP Exam. This is to include a written paper and an oral presentation to the class along with an outline and visual aid.

3. Here is a list of Observations/Questions Pertinent to the Evidence taken from AP Materials to help students analyze evidence and interpretations presented in historical scholarship. ( not all of the following will be relevant to each item)

* 1. What is the literal meaning of the document.
     1. Biography of the author(s)
     2. Outline of historical times
     3. Reasons for the Document being written
     4. Reaction of others to the writing of the Document

b. How well situated was the author to observe and record the event?

c. Is bias a factor? (ideological, class, personal}

d. Is specialized information necessary to understand the document? If so, for which parts.

e. Does the report correspond to the dictates of formal common sense?

f. Is there corroboration with others.

(www.yale.edu.lawweb/avalon/imt/imt.htm).

DOCUMENT LIST

1. 14th Amendment to the U.S. Constitution, Civil Rights – (1868)
2. 15th Amendment to the U.S. Constitution, Voting Rights – (1870)
3. Chinese Exclusion Act – (1882)
4. Sherman Anti-Trust Act – (1890)
5. Supreme Court, Plessy v. Ferguson – (1896)
6. The Insular Cases: Downes v. Bidwell – (1901)
7. Roosevelt Corollary to the Monore Doctrine – (1905)
8. Platt Amendment – (1901)
9. Niagara Movement Declaration of Principles – (1905)
10. 16th Amendment to the U.S. Constitution, Income Tax – (1913)
11. 17th Amendment to the U.S. Constitution, Direct Election of Senators – (1913)
12. Zimmerman Note – (1917)
13. Address to Congress Leading to a Declaration of War Against Germany – (1917)
14. President Woodrow Wilson’s Fourteen Points – (1918)
15. 18th & 21st Amendment to the U.S. Constitution, Prohibition – (1919)
16. 19th Amendment to the U.S. Constitution, Women’s Right to Vote – (1920)
17. National Industrial Recovery Act – (1933)
18. Social Security Act – (1935)
19. The Four Freedoms, FDR’s address to Congress on January 6 – (1941)
20. Lend-Lease Act –(1941)
21. Franklin D. Roosevelt’s “Pearl Harbor” Speech – (1941)
22. Truman Doctrine – (1947)
23. Taft-Hartley Act – (1947)
24. Executive Order 9981: Desegregation of the Armed Forces – (1948)
25. Supreme Court, Brown v. Board of Education – (1954)
26. Senate Resolution 301: Censure of Senator Joseph McCarthy – (1954)
27. Federal-Aid Highway Act – (1956)
28. Executive Order 10730: Desegregation of Central High School – (1957)
29. President Dwight D. Eisenhower’s Farewell Address – (1961)
30. President John F. Kennedy’s Inaugural Address – (1961)
31. Executive Order 10924: Establishment of the Peace Corps – (1961)
32. John Glenn’s Official Communication with the Command Center – (1962)
33. Test Ban Treaty – (1963)
34. Martin Luther King, Jr’s “Letter From Birmingham Jail – (1963)
35. Dr. Martin Luther King – “I have a Dream” speech – (1963)
36. Civil Rights Act of 1964
37. Tonkin Gulf Resolution – (1964)
38. Voting Rights Act of 1965
39. Supreme Court, Miranda v. Arizona – (1966)
40. 25th Amendment to the U.S. Constitution, Presidential Disability – (1967)
41. Kerner Commission Report Summary – (1968)
42. Equal Right Amendment – (1972)
43. Richard Nixon’s Smoking Gun Tape – (1972)
44. Supreme Court, Roe v. Wade – (1973)
45. Regents of the University of California v. Bakke – (1978)
46. Ronald Reagan’s “Evil Empire” Speech – (1983)
47. Cesar Chavez’s Commonwealth Address – (1984)
48. George H. W. Bush ‘s Address to Congress on the Persian Gulf Crisis – (1990)
49. Articles of Impeachment of William Jefferson Clinton – (1998)
50. Bush v. Gore –(2000)
51. President Bush’s Address to Joint Session of Congress September 20 – (2001)
52. Lawrence v. Texas –(2003)

4. Maps and Map Tests on geography, history and modern states of the World.

5. Unit Tests to include: short answer, multiple-choice, time lines, matching and essay both in class and take home. **Questions for each section will include both an analytical and interpretive nature.**

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**Point Distribution**

**PHS Grading System HACC Grading System**

A = 93-100

A- = 90-92 A = 90-100

B+ = 87-89

B = 83- 86 B = 80-89

B-= 80-82

C+= 77-79

C = 73–76 C = 70-79

C-=70–72

D+=69– 67

D = 63 66 D = 60-69

D-= 62-60

**CLASS PARTICIPATION:**

Students are free to raise questions to seek clarification of lecture and textbook information and to challenge the instructor, but no points for a grade are awarded for class participation unless they are related to an assigned class project..

**Make-Up Policy**

**A student will have 5 school days to make up any work missed by an excused absence unless other arrangements are made.**

**Learning Outcomes [§*335.2*]**

[These outcomes are necessary to enable students to attain the essential knowledge and

skills embodied in the program’s educational objectives.]

Upon successful completion of the course the student will be able to:

* Explain the nation’s constitutional ideas and political institutions
* Detect the neglect and mythology concerning American history
* Demonstrate how America’s current domestic and foreign problems are linked to the past
* Evaluate how American values and character are derived from the nation’s experience
* Question stereotypes of African-Americans, Native Americans, Asians, women, and other minorities
* Apply the historian’s values of objectivity, accuracy, and truth to the study of American history
* Employ student self-discovery and doubt concerning student politics, opinions, ethics, morality, and values

**HIST 104 Planned Sequence of Learning Activities [*§335.2*]**

[These must be designed to help students achieve the learning outcomes.]

## Reconstruction High Hopes and Broken Dreams, 1865-1877 one week

**NOTE TEST – TAKEHOME ESSAY**

Survival of the Fittest:

Entrepreneurs and Workers in Industrial America, 1865-1900 one week

Conflict and Change in the West, 1865-1902 two days

**NOTE TEST – TAKEHOME ESSAY**

The New Social Patterns of Gilded Age

America, 1865-1900 two days

Political Stalemate and Political Upheaval, 1868-1900 two days

Becoming a World Power: America and World Affairs, 1865-1913 one week

**NOTE TEST – TAKEHOME ESSAY**

The Progressive Era, 1900-1917 one week

America and the World, 1913-1920 one week

The 1920s, 1920-1928 two days

From the Good Times to Hard Times, 1920-1932 two days

The New Deal, 1933-1940 two days

**NOTE TEST – TAKEHOME ESSAY**

America’s Rise to World Leadership, 1933-1945 one week

Truman and Cold War America, 1945-1952 one week

**NOTE TEST – TAKEHOME ESSAY**

Quest for Consensus, 1952-1960 two days

Great Promises, Bitter Disappointments, 1960-1968 two days

America Under Stress, 1963-1975 two days

Facing Limits, 1974-1991 one week

Making New Choices, 1986-1998 one week

**NOTE TEST – TAKEHOME ESSAY**

**STUDENT ASSIGNMENTS FOR HIST 104:**

**6 Note Tests – 100 points each**

**6 Take Home Essays – 50 points each**

**Map Projects – 50 points**

**2 Historical Document Projects – 200 points**

**Great Man Project – 100 points**

**TEXTBOOKS and READINGS BOOK**

Brinkley, Alan American History A Survey (9th. Ed.) New York: McGraw-Hill, Inc., 1995

Stevens, Sylvester K. Exploring Pennsylvania New York: Harcourt, Brace & World Inc. 1963

Yale University Documents [www.yale.edu.lawweb/avalon/imt.htm](http://www.yale.edu.lawweb/avalon/imt.htm)

Library of Congress [www.loc.gov/index.html](http://www.loc.gov/index.html)

**COURSE INFORMATION**

**Meeting time/Location** – everyday for 90 days (70 minute periods) Room 108

**Five Period Schedule**

|  |  |  |
| --- | --- | --- |
| **Class** | **Time** | Minutes |
| **Period 1** | **7:50 – 9:15** | **85**  **Homeroom included** |
| Period 2 | **9:19 – 10:29** | **70** |
| **Period 3** | **10:33 – 12:17**  **Lunch – 10:33 – 11:03**  **Class – 11:07 – 12:17** | **Total = 100**  **Lunch = 30**  **Class = 70** |
| **Period 4** | **10:33 – 12:17**  **Class – 10:33 – 11:10**  **Lunch – 11:10 – 11:40**  **Class- 11:44 – 12:17** | **Total = 100**  **Class = 37**  **Lunch = 30**  **Class = 33** |
| **Period 5** | **10:33 – 12:17**  **Class – 10:33 – 11:47**  **Lunch – 11:47 – 12:17** | **Total = 104**  **Class = 74**  **Lunch = 30** |
| Period 6 | **12:21 – 1:31** | **70** |
| **Period 7** | **1:35 – 2:45** | **70** |

**Note:**

* **74 minutes classes include 4 minutes of pass time.**
* **Homeroom is included in the first period**
* **First period begins five minutes late**

**Delayed Opening Time**

Palmyra Area School District policy:

one or two hour delay

reduce time of first and second period

**Academic Dishonesty**

Palmyra School District Policy

**ACADEMIC DISHONESTY: HACC**

Academic honesty is one of the fundamental principles upon which the College was founded and upon which it must operate to continue to perform its most important function. Students are expected to be honest in all of their academic endeavors. The College views academic dishonesty as a serious breach of conduct. Depending upon the nature and severity of the dishonest act, the faculty and the College may discipline a student for verifiable acts of dishonesty occurring in or out of the classroom. Specific procedures for handling incidents of academic dishonesty are contained in Administrative Procedure 594. A student will be penalized with a zero on **any** exercise if he/she engages in academic dishonesty.

**PLAGIARISM PROCEDURE**

**Definition:**

Plagiarism is the uncredited use of another's words or *ideas.* If a student uses someone else's words, he/she must put quotation marks around them and credit the source in a parenthetical citation, and Works

Cited page. If a student *paraphrases* the words of others, or puts those ideas in his/her own words, it still must be made clear (by way of citations) that the ideas belong to and originate from another person. Information considered to be common knowledge does not require a citation. This will ultimately be determined as such by the teacher. Failure to credit borrowed words or ideas is a serious breach of academic integrity, which undermines this educational institution.

Plagiarism may include any of the following:

1. Submitting as one's own an assignment written (in part or as a whole) by someone else.
2. Copying someone else's words and/or ideas and representing them as one's own.
3. Using material from another source without citations.
4. Omitting quotation marks from material that is quoted verbatim from another source.

**Consequences:**

Once plagiarism is proved (i.e., the original source is located, or the student admits the offense), the following consequences will ensure:

• The student will be assigned a zero for the assignment in question.

• Parents will be notified.

• The administration will be notified.

*Borrowed in part from: Harris, Robert A. The Plagiarism Handbook. Los Angeles: Pyrzak Publishes, 2001. Harrisburg High School Harrisburg, IL*

EEOC/PHRC Statements

**EEOC Policy 005:** It is the policy of Harrisburg Area Community College, in full accordance with the law, not to discriminate in employment, student admissions, and student services on the basis of race, color, religion, age, political affiliation or belief, gender, national origin, ancestry, disability, place of birth, General Education Development Certification (GED), marital status, sexual orientation, gender identity or expression**,** veteran status, or any legally protected classification. HACC recognizes its responsibility to promote the principles of equal opportunity for employment, student admissions, and student services taking active stepsto recruit minorities and women.

Inquiries should be directed to the Assistant to the President, One HACC Drive, Harrisburg, PA 17110, Telephone (717) 221-1300 - Extension 1537.

**PHRC Statement:** The Pennsylvania Human Relations Act (“PHRAct’) prohibits discrimination against prospective and current students because of race, color, sex, religious creed, ancestry, national origin, handicap or disability, record of a handicap or disability, perceived handicap or disability, relationship or association with an individual with a handicap or disability, use of a guide or support animal, and/or handling or training of support or guide animals.

The Pennsylvania Fair Educational Opportunities Act (“PFEOAct”) prohibits discrimination against prospective and current students because of race, religion, color, ancestry, national origin, sex, handicap or disability, record of a handicap or disability, perceived handicap or disability, and a relationship or association with an individual with a handicap or disability.

Information about these laws may be obtained by visiting the Pennsylvania Human Relations Commission website at www. phrc.state.pa.us.

If an accommodation is needed, please contact:

<http://www.hacc.edu/StudentServices/DisabilityServices/Contact-Us.cfm>

**Attendance & Withdrawal Policy** :

**ADMINISTRATIVE PROCEDURE 661**

STUDENT ATTENDANCE

**I. PURPOSE**

Provides procedures for faculty to administer College-approved attendance policies for lecture courses and laboratories. (College Policy661).

# II. DEFINITIONS

Excused absence – An absence that occurred for reasons that were: a) beyond the student’s control to prevent, and b) significant enough to reasonably prohibit attendance in class.

Unexcused absence – an absence that is not excused.

**III. PROCEDURES**

1. The College is required by law to make attendance reports to the relevant agencies of students who are funded by veterans' benefits, social security payments, and various other federal, state, or private scholarship programs. Students in programs that are accredited/approved by external agencies must observe these special attendance policies delineated by the external agencies and contained in the printed course syllabus.

**Students who receive all “F” grades or a combination of all “F” and “W” grades for a term will have their aid eligibility recalculated at the end of the term. When this occurs, students may owe money on their account even if the term is over. Refer to AP 513, Financial Aid Satisfactory Academic Progress (FASAP) and Appeals Policy, for more details. Faculty will maintain accurate attendance records that indicate the last date attended for students receiving “W” or “F” grades who did not complete the course.**

B The determination of what constitutes an excused versus an unexcused absence shall be made by the instructor.

C. **An instructor may require a student to furnish documentation substantiating that an absence should be considered “excused” if absences become excessive or occur at questionable times (for example, on the day of an exam).**

D. Instructors may reduce course grades after unexcused absences exceed 10% of the total class hours that will take place throughout the semester.

E. Instructors may drop a student from a class with the concurrence of the division**/**campus administrator when unexcused absences exceed 15% of the total class hours that will take place throughout the semester and when the excessive absences preclude the possibility of the student attainingthe stated learning outcomesfor the course.

F. Individual course attendance policies shall be consistent with this procedure. Instructors must include in their written course syllabus a statement defining specific attendance policies for their individual courses. The printed course syllabus containing the attendance policy should be distributed during the first day of class. Under unusual circumstances, the syllabus may be distributed after the first day of class, but in no event shall it be distributed later than the first week of class.

G. Students are expected to attend all scheduled classes/laboratories and are responsible for all class work and assignments.

H. The College expects that instructors provide absent students with the chance to make up work, if feasible**,** when an absence has been excused.

I. Students are subject to procedures and requirements approved under this administrative procedure, which will be printed in the Student Handbook.

# Division or discipline faculty groups may develop attendance policies or guidelines for faculty in their respective group. Such policies shall be consistent with AP 661.

LEG/EVB - 4/19/01

RRY/EVB - 5/19/05

GRADING HISTORICAL ARTICLES NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PERIOD\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TOPIC - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Oral Grade - 100 Points**

\_\_\_/**40 points** - visual aid

\_\_\_/**20 points** - outline

\_\_\_/**40 points** - presentation of paper

**\_\_\_/100 total points**

**Written Paper Grade - 100 Points**

\_\_\_/**20 points** - Bibliography (must use 6 sources)

a. must use citations from 3 sources

b. use MLA style

c. may use only 2 citations from www

**-20** additional points will be deducted from paper grade if a,b,c are not followed

\_\_\_/**80 points** - paper

**-10** points for use of contractions

**\_\_\_/100 total points**

**Advanced PA/US History Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Great Man Theory**

Project:

1. divide the last 400 years of American History into 20 equal 20 year periods

2. select one individual for each period that the group feels had a major impact during that time period

A. the group may not select the same person twice for two different periods

B. write a brief biography about the person and why they were selected

C. of the 16 people selected meet the following criteria

a. 2 religious or social reformers

b. 2 political leaders (no more than 5 Presidents)

c. 2 from the scientific world

d. 2 military leaders (may also have been a President)

e. 2 women

f. 2 minority

3. This is to be a collaborative effort on the part of the class and we will be using the following timetable

A. By using class notes and textbooks each group will select their list of 25 individuals based on the above criteria – (one period)

B. With the use of the computer cows each student group will research their assigned individuals. The student will then create a power point presentation that will include 25 frames, one for each selection. Part of the assignment for each group will be to search the web and come up with appropriate information sites. (two periods)

a. picture of each individual with dates

b. brief historical highlights of their life

c. their claim to fame

C. Each student group will present their power point presentation to the class. The groups in turn will compare their selections to see where there is agreement and to determine which of these individuals are in fact the most important. (one Period)

SECOND SEMESTER

**POST CIVIL WAR**

I. Reconstruction Period

A. Results of the Civil War

B. Problems caused by the war

C. Radical v. Conservative Republicans

D .Lincoln’s Program

E. Johnson v. Congress

F. Radical control

G. Disenfranchisement of the Negro

II. Political Parties

A. Republican

B. Democratic III. Major Political Scandals - Reform

IV. Foreign Policy 1865-1890

V. Last Frontier

A. How the West was won

B. Indian Policy

C. Major groups of settlers

1. Cattlemen

2. Farmers

3. Miners

CRITICAL THINKING

Which Reconstruction policy do you think President Lincoln would have supported - that of President Johnson, or that of the Congress? Explain.

**ECONOMIC-SOCIAL HISTORY 1865-1890**

I. Economic Revolution

A. Reasons for Growth

B. Improvement in Railroads

C. Inventors

D. Organization

II. American Farming

A. Changes in Farming

B. Centers of farm life

C. Farmers v. Industry

III. Labor

III. Labor Unions

IV. American Life 1860-1890

A. Immigration

B. Strikes

V. American Culture late 19th. Century

CRITICAL THINKING

Andrew Carnegie has been viewed by some historians as the “prime representative of the industrial age” and by others as “an industrial leader atypical of the period”. Assess the validity of this statement.

**PROGRESSIVE MOVEMENT**

I. Background to the Progressive Movement

II. Theodore Roosevelt - Square Deal

III. Woodrow Wilson - New Freedom

IV. Changes in American Life

CRITICAL THINKING

How did progressivism affect the role of the federal government in the early 1900s?

**IMPERIALISM AND WORLD WAR I**

I. Imperialism

A. Reasons for Imperialism

B. American Expansionists

C. Spanish-American War

1. Cuba

2. Philippines

D. Foreign Policy

1. Pacific

2. Japan

3. China

II. Caribbean Policy

A. Roosevelt

B. Wilson

III. World War I

A. Historical Background

B. Causes of the war

C. Why the U.S. went to war

D. Battles and Generals

CRITICAL THINKING

“Both the Mexican War and the Spanish-American War were premeditated affairs resulting from deliberately calculated schemes of robbery on the part of a superior power against weak and defenseless neighbors”. Assess the validity of this statement.

**Between the Wars**

I. Postwar Problems

A. Labor

B. Racial Tensions

C. “Red Scare”

D. Public Scandals

II. Great Depression

III. Foreign Policy 1919-1932

A. Big Four

B. Treaty of Versailles

C. Latin American Policy

D. Desire for World Peace

IV. “Golden Twenties”

A. New Ideas

B. Black Contributions

C. Education

D. Literature

E. Prohibition Era

F. Forms of Recreation V. The New Deal 1933-1938

A. Historical Background

B. Franklin D. Roosevelt

1. Relief .

2. Recovery

3. Reform

CRITICAL THINKING

Discuss three issues with which many Americans struggled during the post-World War I years.

**WORLD WAR II**

I. Foreign Policy

A. Rise of Dictatorship

1. Europe

2. Asia

3. Africa

B. “Arsenal of Democracy”

II. World War II

A. War in the Pacific

B. Turning Points in Europe

C. Home Front

D. Battles and Generals

E. Big Four

F. War Conferences

**POST WORLD WAR II DOMESTIC AMERICAN HISTORY**

I. Postwar America

A. Domestic Problems

1. Civil Rights

2. Labor

3. Internal Security

4. Health

B. Domestic Policy 1945-1960

1. Harry Truman

2. Dwight D. Eisenhower

C. Domestic Policy 1960-2000

1. John Kennedy

2. Lyndon B. Johnson

3. Richard Nixon

4. Gerald Ford

5. Jimmy Carter

6. Ronald Reagan

7. George Bush

8. William Clinton

9. George Bush Jr.

II. Cultural History

A. Civil Rights

B. Labor Reforms

C. Education

D. Literature

E. American Indians

**POST WORLD WAR II AMERICAN FOREIGN POLICY**

I. Foreign Policy 1945-1960

A. United Nations

B. Cold War

1. Marshall Plan

2. Truman Doctrine

3. Berlin Blockade

4. NATO

5. Korean War

6. Indochina

7. Middle East

8. Eastern Europe

C. Summit Conferences

II. Foreign Policy 1960-1976

A. Third World Nations

B. Problem Areas

1. Congo

2. Middle East

3. Cuba

4. Latin America

5. Vietnam

III. Foreign Policy 1976-2007

A. End of the Cold War

B. Problem Areas

1. Iran

2. Afghanistan

3. Grenada

4. Gulf War

5. Eastern Europe

C. Terrorism

CRITICAL THINKING

What policy would you suggest regarding gun control if violent crime does not decrease significantly over the next few years? On what issue or issues do you think opponents and supporters of gun control agree? Why?